

ACADEMIC MOTIVATION AND USE OF INSTITUTIONAL REPOSITORIES BY POSTGRADUATE STUDENTS IN THREE UNIVERSITIES IN SOUTH-WEST, NIGERIA

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Abstract

Institutional repositories support academic and research objectives by providing a platform for disseminating scholarly outputs. Despite their benefits, postgraduate student engagement remains low, possibly due to a lack of motivation. This study, thus, examines the relationship between academic motivation and the use of institutional repositories among postgraduate students in three universities in South-west, Nigeria. The study employed a descriptive survey research design. The population of the study comprised of all 16,511 postgraduate students enrolled at the University of Ibadan, Covenant University and Obafemi Awolowo University. A two-stage sampling technique was used to select a sample size of 345 respondents. The data collection instrument was a structured questionnaire. The data collected were analysed using descriptive statistics and correlation analysis. The findings of the study revealed that journals were the most commonly used information resource, with 50.3% of respondents being very high users of this resource. The findings also indicated a high level of academic motivation among the postgraduate students, ($\bar{x} = 33.05$). The study revealed a statistically significant relationship between academic motivation and use of institutional repositories ($r = 0.289$, $p < 0.05$). It was concluded that academic motivation is a significant factor influencing the use of institutional repositories by postgraduate students. Based on these finding, the study recommended that universities implement targeted strategies such as workshops, seminars and mentorship programmes, to enhance the academic motivation of postgraduate students in order to increase their engagement and use of institutional repositories.

Key words: Academic motivation, use of institutional repositories, postgraduate students, universities.

Introduction

Universities are institutions for higher education, research and innovation. Universities often prioritise research output as a core function, alongside teaching and community engagement. This is because, the value and significance of a university are often assessed by the quality and quantity of its research contribution. To maintain relevance and positively impact both the local and global community, universities must effectively manage and disseminate its research output. A very important component of this knowledge management system is the institutional repository (IR), a digital archive designed to collect, preserve and disseminate the intellectual output of an academic community.

Nwakaego (2017) defined an institutional repository as a collection of resources provided by a university or a consortium of universities for the management and dissemination of scholarly materials in digital format. These materials, created by the institution and its community members, include e-prints, technical reports, theses, dissertations, data sets and teaching materials. Institutional repositories play an important role in the open access movement, which ensures that scholarly works are made accessible to a wider audience without barriers. Also, as a digital platform, an institutional repository not only support the academic mission of universities by enhancing the visibility and impact of research, but also serve as a testament to an institution's commitment to the stewardship of knowledge in the digital age.

The use of institutional repositories among students has been observed to be largely influenced by their academic motivation, which can be a key determinant of their engagement with these platforms. Academic motivation refers to the internal and external factors that drive students to engage in learning, research and scholarly activities. Intrinsic motivation, which is the desire to learn and explore out of personal interest and enjoyment, has been identified as a significant factor in the use of institutional repositories (Xia, 2011; Creaser, 2010). Students who are intrinsically motivated are more likely to actively contribute their work to the institutional repository, as they see it as a means to showcase their achievements, share their knowledge with the academic community, and advance their own learning and development (Dulle and Minishi-Majanja, 2011).

Similarly, extrinsic motivation, such as the desire to meet requirements or earn academic rewards, can also play a role in the use of institutional repositories. Students may be more inclined to deposit their work in the IR if they are required to do so as part of their degree programme or if

they perceive tangible benefits, such as increased visibility and recognition (Kim, 2011). The relationship between intrinsic and extrinsic motivation could impact the extent to which students engage with institutional repositories. Institutions that promote a culture of academic excellence, provide incentives for IR participation and raise awareness of the benefits of these platforms are more likely to see higher levels of student engagement and contribution.

Statement of the problem

Institutional repositories serve as important databases that contribute significantly to both institutional growth and global knowledge through robust research outputs. These platforms enable scholars to collect, communicate and share their research findings. Despite their potential benefits in publishing, sharing and showcasing academic work, research indicates that postgraduate students often underutilise their university's institutional repositories. The underlying reasons for this underutilisation remain unclear. This study, thus, examines academic motivation and use of institutional repositories by postgraduate students in three universities in South-west, Nigeria.

Research questions

The following research questions were answered by the study:

1. What is the level of academic motivation of postgraduate students in three universities in South-west, Nigeria?
2. What is the frequency of use of institutional repositories by postgraduate students in three universities in South-west, Nigeria?
3. What are the types of information resources used in the repositories by postgraduate students in three universities in South-west, Nigeria?
4. What are the purposes of use of institutional repositories by postgraduate students in three universities in South-west, Nigeria?

Hypothesis

The following hypothesis was tested in this study at 0.05 percent level of significance:

1. There is no significant relationship between academic motivation and use of institutional repositories by postgraduate students in three universities in South-west, Nigeria.

Methodology

The study employed a descriptive survey research design with a correlational approach. The population for the study consisted of all 16,511 postgraduate students enrolled at the University of Ibadan, Covenant University and Obafemi Awolowo University. A two-stage sampling technique was used to select a sample size of 345 respondents. The primary data collection instrument was a questionnaire. The data collected were analysed using a combination of statistical methods, including frequency counts, percentages, means, standard deviations and correlation analysis, via SPSS (Statistical Package and Service Solutions).

Literature review

Academic motivation, defined as the drive and enthusiasm that propels students to engage in and persist with their studies, can be a significant factor in determining how students interact with institutional repositories. Students who are intrinsically motivated, meaning they find inherent enjoyment and satisfaction in their academic pursuits, may be more inclined to seek out and use the resources available in their institution's IR. These students may view the IR as a valuable tool for furthering their knowledge, enhancing their understanding of their field and contributing to the broader academic community. On the other hand, students who are extrinsically motivated, driven primarily by external factors such as grades, social recognition or career aspirations, may be less likely to engage actively with the IR. These students may perceive the IR as less directly relevant to their immediate academic goals and priorities, thus, may be less inclined to invest time and effort in exploring and using its resources.

A study by Xia and Wang (2014) examined the motivational factors that influence postgraduate students' engagement with their university's IR. The researchers found that intrinsic motivations, such as a desire to share their research output and contribute to the scholarly community, were key drivers for postgraduate students to deposit their work in the IR. Conversely,

extrinsic motivations, such as the requirements or incentives set by their departments or supervisors, were less influential in shaping IR usage. Similarly, a study by Narayan and Luca (2017) explored the attitudes and perceptions of postgraduate students towards their institution's IR. The findings suggested that students with a stronger sense of academic motivation, characterised by a genuine interest in their field of study and a commitment to advancing knowledge, were more likely to use the IR as a platform to showcase their research and connect with the broader academic community.

A similar study by Cullen and Chawner (2011) assessed the factors that contribute to the successful adoption and use of IRs in New Zealand universities. Their research indicated that postgraduate students who were intrinsically motivated to engage in research and scholarly communication were more inclined to deposit their work in the IR, as they recognised the potential benefits of increased visibility and impact. Furthermore, a study by Kim (2011) explored the role of self-efficacy, a key component of academic motivation, in predicting postgraduate students' participation in IRs. The findings revealed that students with higher levels of research self-efficacy, or confidence in their ability to conduct and disseminate their research, were more likely to contribute their work to the IR.

Sembiring (2020) also investigated students' motivation and awareness regarding IR usage at two Yogyakarta universities: Universitas Islam Indonesia (UII) and Universitas Negeri Yogyakarta (UNY). The research revealed that UII students primarily used IRs for reference acquisition, whereas UNY students were motivated by the repositories' accessibility. Student awareness of IRs demonstrated variation based on several factors, including knowledge level, academic standing, comprehension and inclination to deposit academic works in these repositories. The study concluded that both motivational factors and awareness play essential roles in ensuring the long-term viability of institutional repositories.

The study by Yule and Henok (2020) examined the usage and impact of IR at the University of Namibia (UNAM). Using a quantitative research approach and survey questionnaires, the research targeted academic staff from three faculties: Economics and Management Sciences, Humanities and Social Sciences, and Science. Analysis was performed with Microsoft Excel 2013. Guided by the Unified Theory of Acceptance and Use of Technology (UTAUT), the study found

that IR usage among UNAM academics was low, which negatively affects the university's international research reputation. Additionally, UNAM does not offer recognition or incentives for academics who contribute to the IR. This implies that the lack of recognition and incentives for academics who contribute to the Institutional Repository (IR) is a key factor contributing to the low usage of the IR at the University of Namibia (UNAM). Without acknowledgment or rewards, academics and students may be less motivated to deposit their scholarly publications, which in turn affects the overall usage and impact of the IR.

Results of analysis

Research question one: What is the level of academic motivation of postgraduate students in three universities in South-west, Nigeria

The level of academic motivation of postgraduate students in three universities in South-west, Nigeria, was examined under 10 items, with the response scale of: Very Great Extent (VGE), Great Extent (GE), Low Extent (LE) and Very Low Extent (VLE).

Table 1a: Level of academic motivation of postgraduate students in three universities in South-west, Nigeria

S/N	Items	VGE	GE	LE	VLE	Mean	Std.Dev
Intrinsic							
1	I care about work I turn in to my lecturers	125 40.6%	177 57.5%	6 1.9	0	3.39	.526
2	I raise my hand to ask questions during lectures	97 31.5%	168 54.5%	41 13.3%	2 0.6%	3.17	.669
3	The passion I have for the acquisition of knowledge makes me to take my academics seriously	109 35.4%	186 60.4%	11 3.6%	2 0.6%	3.31	.569
4	I ensure I am focused and attentive during lectures	132 42.9%	169 54.9%	5 1.6%	2 0.6%	3.40	.559
5	I read my course note a lot because I enjoy reading	112 36.4%	175 56.8%	17 5.5%	4 1.3%	3.28	.626
Weighted mean: 3.31							
Criterion mean: 2.50							
Extrinsic							
6	The orientation from my colleagues motivates me	113 36.7%	171 55.5%	24 7.8%	0	3.29	.602

7	Enthusiastic and zeal building lecturers in my department motivates me	111 36%	175 56.8%	22 7.1%	0	3.29	.591
8	My past performance and results motivates me	118 38.3%	170 55.2%	20 6.5%	0	3.32	.590
9	The good picture of my profession motivates me	109 35.4%	172 55.8%	19 6.2%	8 2.6%	3.24	.681
10	Lots of assignment and tests motivate me to read	144 46.8%	135 43.8%	24 7.8%	5 1.6%	3.36	.696
Weighted mean: 3.30							
Criterion mean: 2.50							
Grand mean: 33.05							

Table 1a shows the academic motivation levels of postgraduate students across three universities in South-west, Nigeria. The examination of academic motivation was conducted using two indicators: intrinsic and extrinsic motivation. The weighted mean scores for intrinsic and extrinsic motivation are 3.31 and 3.30 respectively, both of which surpass the criterion mean score of 2.50. This indicates a fairly high level of academic motivation among the students. This finding is supported by that of Osiesi and Fajobi (2020), who explored students' academic motivation in Nigerian tertiary institutions. Their findings indicated that tertiary institution students' especially in South-west, Nigeria, demonstrate a high level of academic motivation. Similarly, Hu and Luo (2021) conducted a study on academic motivation among students majoring in rehabilitation related professions in China. The result revealed that the students showed a significantly high academic motivation score.

A test of norm was conducted to further ascertain the level of academic motivation among the postgraduate students.

Table 1b: Test of norm for the level of academic motivation of postgraduate students

Interval	Level of academic motivation	Mean
1-13	Low	
14-27	Moderate	
28-40	High	33.05

Table 1b outlines the findings of a norm test conducted to determine the level of academic motivation among postgraduate students in three universities in South-west, Nigeria. The assessment categorised the students' motivation into three intervals: low, moderate, and high.

Specifically, the intervals were delineated as follows: scores falling between 1 and 13 were classified as low, scores ranging from 14 to 27 were considered moderate, and scores spanning from 28 to 40 were deemed high. With a grand mean score of 33.05, the result, therefore, indicates a high level of academic motivation among the students.

Research question two: What is the frequency of use of institutional repositories by postgraduate students in three universities in South-west, Nigeria?

The frequency of use of institutional repositories by postgraduate students in three universities in South-west, Nigeria, was examined under 10 items, with the response scale of: Daily (D), Weekly (W), Monthly (M), Occasionally (O) and Never (N).

Table 2: Frequency of institutional repositories resources used by postgraduate students in three universities in South-west, Nigeria

S/N	Frequency of institutional repositories resources used	D	W	M	O	N	Mean	Std.Dev
1	Patents	13 4.2%	74 24%	50 16.2%	114 37%	57 18.5%	2.58	1.162
2	Seminar papers	14 4.5%	118 38.3%	59 19.2%	103 33.4%	14 4.5%	3.05	1.040
3	Inaugural lectures	25 8.1%	73 23.7%	65 21.1%	119 38.6%	26 8.4%	2.84	1.125
4	Guest lecture series	13 4.2%	56 18.2%	40 13%	142 46.1%	57 18.5%	2.44	1.112

5	Faculty lecture	51 16.6%	59 19.2%	40 13%	124 40.3%	34 11%	2.90	1.301
6	Conference proceedings	21 6.8%	46 14.9%	74 24%	139 45.1%	28 9.1%	2.65	1.058
7	Theses and Dissertations	52 16.9%	173 56.2%	29 16.9%	52 16.9%	2 0.6%	3.72	.959
8	Book of Abstracts	43 14%	128 41.6%	60 19.5%	71 23.1%	6 1.9%	3.43	1.051
9	Journals	124 40.3%	130 42.2%	21 6.8%	30 9.7%	3 1%	4.11	.969
10	Book chapters	125 40.6%	89 28.9%	43 14%	45 14.6%	6 1.9%	3.92	1.141

Weighted mean= 3.16

Criterion mean = 3.00

Table 2 illustrates the frequency of institutional repository resource used by postgraduate students across three universities in South-west, Nigeria. The weighted mean across all types of institutional repository resources stands at 3.16, surpassing the criterion mean score of 3.00, indicating an overall high level of usage. Among the most commonly used resources are journals ($\bar{x} = 4.11$), book chapters ($\bar{x} = 3.92$), and theses and dissertations ($\bar{x} = 3.72$). In contrast, guest lecture series emerge as the least used resource ($\bar{x} = 2.44$).

Research question three: What are the types of information resources used in the repositories by postgraduate students in three universities in South-west, Nigeria?

The types of information resources used in repositories by postgraduate students in three universities in South-west, Nigeria, was examined under 10 items, with the response scale of: Very Highly Used (VHU), Highly Used (HU), Moderately Used (MU) and Not Used (NU).

Table 3: Types of information resources used in the institutional repositories by postgraduate students in three universities in South-west, Nigeria

S/N	Types of information resources used	VHU F %	HU F %	MU F %	NU F %	Mean	Std.Dev
1	Patents	21 6.8%	77 25%	124 40.3%	86 27.9%	2.11	.891
2	Seminar papers	33 10.7%	135 43.8%	124 40.3%	16 5.2%	2.60	.748

3	Inaugural lectures	31 10.1%	91 29.5%	158 51.3%	28 9.1%	2.41	.791
4	Guest lecture series	14 4.5%	74 24%	153 49.7%	67 21.8%	2.11	.793
5	Faculty lecture	46 14.9%	95 30.8%	127 41.2%	40 13%	2.48	.900
6	Conference proceedings	36 11.7%	120 39%	110 35.7%	42 13.6%	2.49	.871
7	Theses and Dissertations	118 38.3%	133 42.2%	55 17.9%	2 0.6%	3.19	.743
8	Book of Abstracts	59 19.2%	145 47.1%	90 29.2%	14 4.5%	2.81	.794
9	Journals	155 50.3%	120 39.5%	29 9.4%	4 1.3%	3.38	.710
10	Book chapters	106 34.4%	143 46.4%	55 17.9%	4 1.3%	3.14	.746

Weighted mean= 2.67

Criterion mean = 2.50

Table 3 shows the types of institutional repositories' information resources used by postgraduate students in three universities in South-west, Nigeria. The result revealed that the most common types of information resources used by the students are: journal ($\bar{x}$ =3.38), theses and dissertations ($\bar{x}$ =3.19), book chapters ($\bar{x}$ =3.14) and seminar papers ($\bar{x}$ =2.60). This outcome is consistent with the findings of Akparobore and Omosekejimi (2020), who examined the utilization of institutional repositories in federal universities located in Nigeria's South-South region. Their study similarly identified the prominence of electronic journal articles, e-books, and electronic theses and dissertations as key components of institutional repository content. This alignment across geographical regions suggests a broader trend in the academic use of institutional repositories among postgraduate students in Nigerian universities.

Research question four: What are purposes of use of institutional repositories by postgraduate students in three universities in South-west, Nigeria.

The purpose of use of institutional repositories by postgraduate students in three South-west universities Nigeria, was examined under 10 items, with the response scale of: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Table 4: Purpose of use of institutional repositories by postgraduate students in three universities in South-west, Nigeria.

S/N	I use institutional repositories:	SA	A	D	SD	Mean	Std.Dev
1	for assignment completion	138 44.8%	170 55.2%	0	0	3.45	.498
2	to source for materials for research work	122 39.6%	182 59.1%	4 1.4%	0	3.38	.513
3	to read articles	113 36.7%	176 57.1%	19 6.2%	0	3.31	.580
4	to cite and reference scholarly work	134 43.5%	164 53.2%	6 1.9%	4 1.3%	3.39	.597
5	to develop collaborative research	108 35.1%	178 57.8%	20 6.5%	2 0.6%	3.27	.607
6	to preserve scholarly materials	113 36.7%	177 57.5%	16 5.2%	2 0.6%	3.30	.596
7	to peruse the contents from institutional repositories	125 40.6%	163 52.9%	20 6.5%	0	3.34	.596
8	to participate in scholarly communication process	91 29.5%	187 60.7%	22 7.1%	8 2.6%	3.17	.665
9	to increase my visibility as an author and researcher	98 31.8%	181 58.8%	25 8.1%	4 1.3%	3.21	.639
10	to access materials for seminar presentations	107 34.7%	187 60.7%	10 3.2%	4 1.3%	3.29	.591

Weighted mean= 3.31**Criterion mean = 2.50**

The purpose of using institutional repositories by postgraduate students in three universities in South-west, Nigeria, is shown in Table 4. The result revealed that the most prominent purpose for using institutional repositories by the students are: for assignment completion ($\bar{x}$ =3.45), to cite and reference scholarly work ($\bar{x}$ =3.39) and to source for materials for research work ($\bar{x}$ =3.38).

Test of hypothesis

Hypothesis one: There is no significant relationship between academic motivation and use of institutional repositories by postgraduate students in three universities in South-west, Nigeria

The relationship between academic motivation and use of institutional repositories, was determined using Pearson Product Moment Correlation (PPMC) analysis.

Table 5: Relationship between academic motivation and use of institutional repositories

Variables	N	Mean	Std.Dev	r	P	Remark
Academic motivation	308	3.30	.348	.289	.000	Sig.
Use of institutional repositories	308	3.16	.709			

Table 5 presents an analysis of the relationship between academic motivation and the use of institutional repositories (IRs) among postgraduate students from three universities in South-west Nigeria. The results reveal a statistically significant positive correlation between academic motivation and IR usage ($r = 0.289$, $p < 0.05$). Based on this outcome, the null hypothesis is rejected, indicating that students with higher levels of academic motivation are more likely to utilize institutional repositories. This finding aligns with the work of Cullen and Chawner (2011), who examined the factors influencing the effective adoption and use of institutional repositories in New Zealand universities. Their study highlighted that postgraduate students who were intrinsically motivated to engage in research and scholarly communication were more inclined to deposit their work in institutional repositories. These students perceived the repositories as a means to enhance the visibility and accessibility of their research outputs.

Recommendations

1. Institutional repositories should be embedded into postgraduate programmes through coursework and continuous assessments. Assignments, term papers and research-based tasks that require students to source materials from institutional repositories can help strengthen both motivation and familiarity with academic databases.
2. Universities should conduct periodic workshops and training sessions tailored to postgraduate students. These sessions should address: search optimization techniques; referencing tools and citation styles; submission and self-archiving of research works; and awareness of intellectual

property and open access policies. These initiatives will increase students' confidence in using IRs.

3. Institutions may develop reward systems that recognise students who actively contribute to and use institutional repositories. For example, departments could acknowledge the most downloaded student thesis or offer small grants for students who publish through the university's IR platform.
4. Strengthening partnerships between librarians and academic staff can equally ensure students receive consistent encouragement to use IRs. Faculty members can reinforce repository use by recommending relevant materials and guiding students toward submission opportunities.
5. Universities should also ensure that their institutional repositories are user-friendly, mobile-accessible and regularly updated, as it encourages repeated usage.
6. Launching targeted awareness campaigns that highlight how IRs enhance the visibility and impact of scholarly work can promote intrinsic motivation among postgraduate students. These campaigns should feature compelling success stories of student research that has attracted national or international recognition as a result of being hosted on institutional repository platforms.

Conclusion

Academic motivation plays an important role in the effective use of institutional repositories by postgraduate students. These repositories, which house a wealth of scholarly materials, are essential in supporting the research and learning needs of students. When students are academically motivated, they are more likely to engage with these resources, which would in turn enhance their research capabilities and overall academic success. Also, institutional repositories empower postgraduate students by providing easy access to a wide range of academic works, which can inspire and facilitate their scholarly endeavours. Therefore, universities should promote an environment that nurtures academic motivation, which ensures that students, especially the postgraduate students, fully use and benefit from the rich resources available in their institutional repositories.

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